

Virginia Primary School

SEN Policy



Named SENCO: Maria Smart (NASENCo award) - member of the Senior Leadership Team.

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Section 1:

Rationale

At Virginia School we will ensure that children with special educational needs have those needs met. We aim to meet the needs of the children within an atmosphere of encouragement, acceptance and respect for the achievement of each individual child, with high expectations of pupils.

Some children with special educational needs also have disabilities (SEND). The procedures in this policy will often be applicable to children with SEND and children identified as disabled but not SEN. However, this policy needs to be read alongside our disability equality policy and school accessibility scheme for a detailed definition, approach and adjustments for children with disabilities.

We believe that children with special educational needs and/or disabilities should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum. Every teacher is a teacher of every child or young person including those with SEND.

Policy Development

The SEND policy was initially developed in consultation with the whole school team. It is reviewed annually by the Head and SENL. The 2014 review of the SEND policy reflected the 2014 SEND Code of Practice, 0 – 25 guidance.

The policy is reviewed annually by the SENL and Head. Initial drafts are then put forward for consultation with the SLT and whole school team. The final draft is shared with the governors and made available to parents, both on the school website and in paper form where requested.

In September 2014 the SENCO and Head also produced a SEND information report which is available to view on the school website.

Responsibility for the leadership of Inclusion and SEN Provision

The person responsible for leadership and management of the day-to-day provision of education for vulnerable children, pupils with special educational needs or disabilities at Virginia School is known as the Special Education Needs Leader (SENL).

The current post-holder is Maria Smart (NASENCo award) SLT.

Section 2:

Our Approach

At Virginia School we:

- Value all pupils equally.
- Recognise that we will need to consider the individual needs of pupils when planning our curriculum.
- Recognise the importance of early identification and assessment of vulnerable children, pupils with special educational needs or disabilities.
- Recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- Believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs.
- Are committed to effective collaboration between all agencies working with a child.

Objectives of our Policy

Our SEND Policy exemplifies:

- How we identify specific individual needs and support children within the school environment.
- How parents/carers are kept informed of all the Special Needs' provision given to the children.
- How the class teacher is supported in providing suitable differentiated opportunities for individual children.
- How we monitor the progress made by each child keeping accurate assessments and records.
- How we keep up to date record of steps taken to meet the needs of individual children.
- How we provide, where necessary the support of outside agencies through contact with the SENL and with parents.

Arrangements for the Leading and Management of SEN Provision.

The SENL is responsible for the following agreed procedures for coordinating SEN:

- Establishing an individual SEN record/profile for pupils with SEN
- Maintaining and overseeing all records for pupils with SEN
- Involving parents and offering support and advice.
- Liaising with the head teacher and deputy in developing provision maps
- Liaising with teachers and teaching assistants about pupils' SEN, providing advice, and support.
- Reviewing and evaluating the impact of provision.
- Advising staff on strategies for meeting pupils' SEN, identifying and providing training.
- Meeting with other members of staff and the parents/carers of pupils with SEN.
- Liaising with outside agencies when relevant.

The SENL, teachers, teaching assistants, the parents and the child should decide upon the action needed to support the child. The action should enable the vulnerable child, child with special needs or a disability to learn and progress.

Admission Arrangements

Arrangements for admission to Virginia School are the same for all children who do not have a Statement of SEN, and are detailed in the School's Admission Policy.

Special needs and/or disabilities of pupils and/ or parent will be shared on the child's admission to school.

Children who have statements and wish to attend Virginia School will take priority in line with the boroughs regulations.

The school will prepare and plan for a child's needs prior to the start date to ensure that there is a smooth transition and the child's needs are met.

The Disability and Equality Scheme incorporates the accessibility policy which aims to remove any barriers that the building might present to any pupils, parents, staff and member of the community.

Allocation of Resources

- The head teacher, in collaboration with the Governing Body, allocates resources to manage the SEN needs within the school.
- The SENL is responsible for ascertaining the need of specialised equipment and ensuring it is allocated to the appropriate child/classroom.
- Class teachers are responsible for ensuring the provision of differentiated resources for use during lessons.

Section 3:

Identifying Special Educational Needs

Identification of Need:

Identification of need is based on the four broad categories of need as stated in the 2014 Code of Practice. These include:

- Communication & Interaction.
- Cognition & Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory & Physical Needs.

The purpose of identification is to work out what action the school needs to take on an individual case by case basis. We as a school take a holistic approach when identify the needs of pupils. This involves considering the needs of the whole child and their family, not just their special educational need.

Identification and Review of Pupil Needs - A Graduated Approach to SEN Support.

It is our policy to strive for early identification of children with special educational needs, with the support of the child, parent and outside agencies when appropriate.

The school follows the graduated model as laid out in the 2014 Code of Practice.

Decisions to place a child on the SEN register follow the Assess, Plan, Do, Review Cycle as set out in the 2014 Code of Practice.

Level 1

Initial concern raised by teachers or parents require teachers to complete a cause for concern form clearly stating issues to be addressed and what has already been tried. This then leads to children being assessed by teachers, the SENL or maths and literacy leaders who after consultation devise a plan of additional in house intervention programmes and in class adjustments /quality personalised teaching.

This programme is reviewed after six weeks and judgements are made on the effectiveness of interventions and in relation to the child's progress. Parents are informed prior to referrals to outside agencies

Level 2

School Action Plus

The school asks for assessment and advice from outside professionals. Advice, strategies and personalised intervention programmes designed for individual children are followed with clear timelines for assessment and review. Judgements are made on the effectiveness of interventions and child's progress by the SENL in consultation with teaching teams and outside agents. Parents are informed of any outside agency assessments and programmes prior to and post intervention. They also take part in termly progress meetings with their child and SENL as part of our child centred approach.

Level 3

Statement of Special Educational Needs

If it is felt that the child is still in need of further specialist support which cannot be met within school action plus, Statutory Assessment may be sought. This will involve assessments and reports being sent to the SEN panel at Tower Hamlets who will then assess what else needs to be put in place to support the child's needs.

In a small number of cases a Statement of Special Educational Needs may be issued if a child's needs meet the criteria set by the London Borough of Tower Hamlets which have been revised in April 2003.

All children identified as having SEN and are within either level 2 (school action plus) and 3 (statemented) are recorded on the schools SEN list. In line with the 2014 Code of Practice pupils will be placed on the SEN register if they are not making adequate progress after having quality first teaching and/or in house interventions and/or in class adjustments/quality personalised teaching.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialised staff. If the school needs to involve several agencies in the identification, assessment and monitoring of a child's needs we use the Common Assessment Framework (CAF).

Parents are informed of any outside agency assessments and programmes prior to and post intervention. Children with Statements of Educational Need or Health Care Education Plans also attend annual review meeting and or 8 week review meetings as well as termly progress meetings with child and SENCO as part of our child centred approach.

Section 4:

Managing Pupils on the SEN Register

How the process works

- Class teachers and other members of staff can refer a child whose progress is causing concern to the SENL at any time.
- Parents who are concerned about their child's progress may request SENL involvement via the class teacher or by approaching the SENL directly.
- Termly, the SENL meets with the teachers to identify the vulnerable children, and those with SEN, decide or review what stage they should be placed at on the SEN list, and to support the teachers in writing children small step goals and filling in any other necessary forms.
- Pupil progress meetings with the SLT also review pupil needs.
- Goals and Learning journals are developed in consultation with teachers and teaching assistants. Pupils and parents are both invited to give their voice and share their thoughts on the goals and provision.
- Learning Journal goals may be updated at any time during the school year if, for example, a report provided by a professional suggests new goal.
- Goals are kept in the child's learning journal and children and their parents are asked to comment on their progress and learning.
- The teachers review progress and discuss new goals termly.
- Assessment and advice from external agencies will be kept in the child's file in the locked filing cabinet in the Inclusion room. The SENL has the key and it is the responsibility of the class teacher to regularly review these files, using advice in them to form the child's personal goals.
- The school's assessment, monitoring and tracking system enables class teachers, the SENL and other members of staff to monitor the progress of individual children.

Access to the Curriculum

At Virginia School we aim for "Quality First Teaching" for all our children, whilst providing access to the National Curriculum unless otherwise stated in a Statement of Special Educational Needs. We also acknowledge that all teachers are teachers of children with special educational needs.

Inclusion

- Children with SEN take part in all classroom learning and activities which it is possible for them to access with or without support.
- Children with SEN are taught in the classroom, using the same learning intentions, as far as possible, as the rest of the class, though with differentiated resources. When their needs require different learning objectives and activities, children are taught in class as far as possible.
- Arrangements are made to ensure children with SEN are able to join in educational trips to, e.g., museums and galleries, as part of the curriculum.
- Care is taken that children with hearing or vision impairment and left-handed children, are always seated in an appropriate place.
- Children with SEN often have access to appropriate teaching assistant support to enable them to join in classroom learning and activities.

Evaluating Provision

The Governing Body meets its duties as laid down in the SEN code of practice by:

- Ensuring that the necessary provision is made for any pupil who has special educational needs
- Co-operating with the head teacher to determine the school's general policy and approach to provision for children with SEN
- Establishing the appropriate staffing and funding arrangements
- Maintaining a general oversight of the school's work
- Reporting to parents on the implementation of the school's SEN policy
- The governor with responsibility for SEN is
- Complaints Procedure

If parents/carers are concerned that their children's special needs are not being addressed by the school, we ask that they discuss their concerns first of all with the class teacher or SENL. If a parent/carer wishes to make a formal complaint, copies of our Complaints Procedure can be obtained from the school office and from our website.

In Service Training

- The SENL is available for training teachers and teaching assistants, both through formal training and on a day-to-day informal basis.
- All staff have access to information, advice and expertise available within the school.
- In-school INSET relevant to SEN is provided for teachers and teaching assistants, delivered by SENL or by people with appropriate expertise invited by the school.
- The SENL promotes training for all staff.
- The SENL will assess yearly the whole school training requirements.
- Teachers and support staff are informed about, and encouraged to attend, relevant courses in SEN, including courses relevant to the problems of a specified child.
- Teaching assistants are expected and enabled to attend training courses in SEN provision as part of their performance management.

Links to Support Services

- For pupils who's SEN include behavioural difficulties, the school can call upon the Behaviour Support Team and, through them, the services of Cherry Trees School Outreach programme.
- The Educational Social Worker is consulted for problems with attendance or if Social Services are involved.
- The Language and Communications Team and the Speech and Language Therapy Team, assess children with language delay and/or difficulties. They provide advice and appropriate programmes which are then implemented within the school, usually delivered by specifically trained teaching assistant.
- The school also makes use of the service and expertise of the Occupational Therapy Service, CAMHs (child and adolescent mental health services), the Specific Learning Difficulties Team, The Youth Inclusion and Support Panel and the appropriate services for hearing and sight testing, when appropriate.
- The school uses the services of an educational psychologist from the EPS (educational psychologist service), to provide assessment and advice for specific pupils.

- We also have access to schools that provide outreach support. Phoenix School provides support for children on the autistic spectrum and Cherry Trees School provides support for children with social and emotional difficulties.

Working in partnership with parents – The Parent Voice

- Parents/carers of children with SEN have a right to know any concerns the school may have about their children's progress and what provision the school is making for them. They should be involved in the discussion of all entitlements and the stage at which SEN provision is being delivered.
- Parents/carers of children with SEN are informed about the identification of their children as having SEN at, or soon after, that identification. They are kept informed about the school's provision for their child's SEN, and their child's progress, through parent interviews, meetings with the SENL and through meetings with their children's class teacher and/or SENL at their own or the school's request.
- We believe that the parents/carers of children with SEN make a positive contribution to their children's progress especially if they know and understand what challenges their child is facing with their learning and how they can support their progress at home and at school.
- Parent's views will be recorded as part of the SEN process.

Links with other schools

- When a child with SEN is admitted to Virginia, we liaise with his/her former school to obtain information, including relevant documentation, about provision for, and the progress of, the child while at that school.
- When a child with SEN leaves Virginia to go to another school, during their primary school career or for transition to KS3, we provide their new school with verbal and documented information about provision for, and the progress of, the child while he/she was at Virginia.
- After a child has left Virginia to go to another school, we cooperate at any time in providing any information or advice which is still felt necessary or helpful.

Links with other Agencies and Voluntary Organisations

The School Nurse visits the school fortnightly and will carry out preliminary testing of hearing, vision, motor control and any medical concerns we may have which we feel are interfering with a child's ability to progress in their education.

At other times, the SENL can liaise with the School Nurse about concerns, or for advice when necessary, by telephone or email.

When there are concerns about a vulnerable pupil, or a child with SEN which need to be addressed to the social or educational welfare services, the SENL or the class teacher liaises with the school's designated person responsible, the deputy head, Clive Davies.

Evaluation

The success of the Special Needs Policy is demonstrated by the progress of the children. It is achieved by monitoring targets and evaluating the implementation of programmes.

Regular planning, review of programmes and decision making will be made collaboratively and involve all appropriate personnel.

This policy will be reviewed annually by the SENL, taking into account the views of the pupils, parents, staff and governors.

Related Policies

- Accessibility Plan
- Anti-bullying Policy
- Child Protection Policy
- Complaints Policy
- Educational Visits Policy
- Positive Behaviour Policy
- SEND Report (Local Offer)
- Single Equality Policy

Policy date: February 2010

Review date: September 2015

Reviewed: September 2014